



**2009-
2010**

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

**Diagnostic Center Central CA
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www.dcc-cde.ca.gov



**Diagnostic Center Central California
Professional Development Opportunities
2009-2010**



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OVERVIEW

The Diagnostic Center, Central California offers formal professional development activities to Local Education Agency (LEA) staff and parents. Our topics are based on statewide and local needs assessments, as well as other areas of interest. Our primary responsibility, the provision of assessment services, limits our ability to accommodate all requests for training. In an effort to maximize our training resources, we offer training and technical assistance in several formats including:

- Workshops held in your district or region
- Comprehensive Professional Development Projects
- Consultation Services



In addition, due to budgetary constraints throughout our State, we will provide trainings and case consultations by video-conference, upon request.

WORKSHOPS

Workshops are scheduled in an equitable manner to Local Education Agencies, Special Education Local Planning Areas, Regional Coordinating Councils and local districts. To schedule, contact:

Carole Bence, Director

cbence@dcc-cde.ca.gov

559-243-4047



A listing of scheduled trainings, as well as this manual, will be available on our website at www.dcc-cde.ca.gov.

Also note trainings on our website!

REGISTRATION

To schedule a training:

- Review the training brochure and select topics
- Identify two or three potential training dates
- Identify the contact person who will be responsible for coordinating the training
- Contact Carole Bence, Director at cbence@dcc-cde.ca.gov

Following confirmation of a training:

- Complete and return the DCC training contract (see page 32)
- Secure a training site and arrange for room set-up



Note: Some workshops may be divided into smaller units for ½ day or after school sessions, etc.

A “Certificate of Completion” is available for dissemination to participants at the conclusion of the workshop. Upon university approval, this may be applied toward the credential requirements for Education Specialist Level II non-university activities. The Diagnostic Center is also a Speech-Language Pathology and Audiology Board approved continuing professional development provider. University credit through Fresno Pacific can be arranged upon request.

We strongly recommend that, as appropriate, the sponsoring agency ensures that parents, general and special education staff, administrators and community agencies (Mental Health, Regional Centers, etc.), are invited to attend workshops presented by Diagnostic Center staff.

COSTS

There are no costs for our services. Sponsoring agencies are responsible for costs involved with duplicating materials, securing site, advertising the workshop, providing refreshments and other like expenditures.



COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROJECTS

The Diagnostic Center provides curriculum leadership to LEAs and SELPAs.

Comprehensive Professional Development Projects are individually designed to meet specific LEA or SELPA needs. Projects typically involve multiple service days interspersed over a period of time. Projects are designed to provide services in various formats:

- ★ In-depth content training followed by multiple levels of consultation
- ★ On-site consultation that includes demonstration teaching, observation, recommendations and problem-solving/coaching
- ★ Consultation and technical assistance sessions with teachers and administrative support teams

Due to the required time commitment of our staff, projects will be available on a limited basis. In many cases, we begin the planning process with the local district or school site during the spring prior to the implementation year.

Requests for Comprehensive Professional Development Projects should be made to the Diagnostic Center Director, Carole Bence @ 559-243-4047.



FOCUS OF PROJECTS

These projects are designed to provide technical assistance to school personnel working with specific student populations on a focused area of concern identified by the district.

Example: *Autism Spectrum Disorders*

Sample Project Components/Outcomes

- Designing positive behavior supports, including the use of visual support strategies
- Using the Core Curriculum Access document to align goals and objectives to the Core Curriculum
- Strategies to enhance communication and social skills development
- Strategies to support social inclusion

2009-2010

PROJECTED PROJECTS

- ★ *Autism Spectrum Disorders*
- ★ *Differentiated Instructional Strategies*
- ★ *Severe Disabilities*
- ★ *Literacy*
- ★ *Early Childhood Special Education*
- ★ *Behavior*

The following general requirements apply to each project:

- Evidence of strong administrative support for the project
- Participants must be part of district team: each member must commit to fully participate in the training.

Additional requirements, specific to each topic may apply.



CONSULTATION SERVICES

The Diagnostic Center has the capacity to provide consultation services for students previously assessed by our staff, in one to two hour sessions either at our Center or via videoconferencing. Individual student consultation is especially helpful when a diagnosis is in question, when the IEP team would like assistance with “next steps” in planning individual student programs, or to understand the educational implications of certain medical and/or mental health conditions. Program development consultation services are also available. Contact a DCC Administrator.



REFERRAL CONSULTATION AND TRAINING

In an effort to ensure that we are continuing to meet local district needs, we are offering to meet with SELPAs throughout Central California to overview our services. Our administrative team has a 1 to 1 ½ hour presentation on accessing Diagnostic Center services, including a walk-through of the assessment referral packet and time for questions. If your SELPA is interested in having us present for your districts, please contact Carole Bence at cbence@dcc-cde.ca.gov.

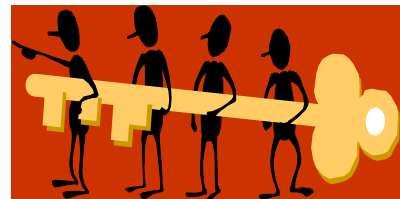


VIDEOCONFERENCE

To meet the demand for services, videoconferencing is an optional way for LEAs and SELPAs to access training and technical assistance. Typical videoconferences are no more than 2 hours in length. Possible uses for videoconferencing include:

- Case conferencing between Diagnostic Center staff and LEA to assist with individual student referrals.
- Follow-up services for students who have been previously assessed by the Diagnostic Center.
- Mini-trainings on curriculum topics specific to LEA needs.

The LEA is responsible for identifying a local technology site and person to coordinate with the Diagnostic Center. For further information or to schedule a videoconference, contact a DCC Administrator.



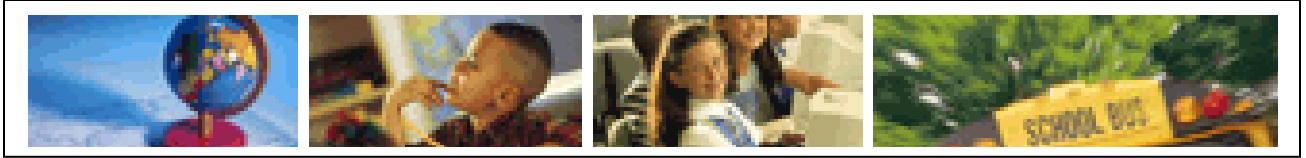
		Page	NEW	SIGNIFICANTLY UPDATED	Can be divided into multiple sessions	General Ed. Teacher	Special Ed. Teacher	School Psychologist	Speech-Language Pathologist	Paraeducator	Adapted PE	Program Specialist	Administrator
A-1	Pieces of the Puzzle	10			●	●	●	●	●		●	●	●
A-2	Best Practices in Programming for ASD	10		●				●	●			●	●
A-3	Start with Structure	11		●	●	●	●				●	●	●
A-4	Shiny Things, Spinning Swings.....	11		●	●	●	●				●	●	
A-5	Beyond Tears and Tantrums	12		●	●		●				●	●	●
A-6	I Can't Talk, But I Have So Much to Say	12		●			●		●				
A-7	Lost in the Social Maze	13		●		●	●		●			●	
A-8	Let's Give Them Something to Talk About	13		●	●				●				
A-9	If They Need it, Teach it!	14		●	●		●	●	●			●	
A-10	Asperger Syndrome and Bullying	14		●		●	●	●				●	●
A-11	Help Me Chill Out Before I Melt Down!	15		●	●	●	●	●			●	●	●
A-12	Asperger Syndrome and Anxiety	15	●				●	●	●			●	●
A-13	If I Am So Smart, Why is School So Hard?	16			●	●	●	●				●	●
A-14	Writing and Implementing Social Stories	16				●	●	●	●		●	●	
A-15	Advanced Social Stories Implementation	17					●	●	●		●	●	
A-16	Autism: Curriculum Supports Straight From the Internet	17	●				●		●			●	
A-17	Overview of Autistic Spectrum Disorders (ASD) and Evidence-Based Educational Interventions	18	●		●	●	●	●	●	●	●	●	●
B-1	Behavior Support: The Basics!	19				●	●	●	●			●	●
B-2	Maximizing Student Engagement, Minimizing Disruptive Behavior	20				●	●	●	●			●	●
D-1	The Two-Step & the Tango: Differentiating Instruction in the Elementary Classroom	22			●	●	●	●	●			●	●
D-2	"How to Waltz in a Hip Hop World" Differentiating Instruction for Junior and High School Students	22			●	●	●	●	●			●	●
D-3	A-One-And-A-Two" Differentiating Early Mathematics Instruction	23		●		●	●	●				●	●
D-4	The A-B-C's of Differentiating Classroom Instruction: Focus on Dyslexia or Other Literacy/Language Deficits	23		●		●	●	●	●			●	●

		Page	NEW	SIGNIFICANTLY UPDATED	Can be divided into multiple sessions	General Ed. Teacher	Special Ed. Teacher	School Psychologist	Speech-Language Pathologist	Paraeducator	Adapted PE	Program Specialist	Administrator
D-5	"Say It Like You MEAN It!" Differentiating Instruction for Students With Language Deficits	24		●	●	●	●	●	●			●	●
D-6	Strategies to Assist Students in Grades 7-12	25		●		●	●	●	●			●	●
H-1	Attention Deficit Disorders	26					●	●	●	●	●	●	●
H-2	Section 504: Staying Legal Without Going Crazy	26					●	●	●	●	●	●	●
H-3	Best Practices for Supporting Students with Traumatic Brain Disorder	27					●	●	●	●	●	●	●
H-4	Assistive Technology: It's More Than a Box on the IEP	28	●		●	●	●	●	●	●	●	●	●
H-5	The ABC's of AAC	28	●		●	●	●	●	●	●	●	●	●
H-6	The Road Less Traveled: Working With Students Who Are Non-Verbal	29	●		●	●	●	●	●	●	●	●	●
H-7	Writing Individual Education Program (IEP) Goals	29	●			●	●	●	●	●	●	●	●
H-8	Mental Retardation: Strategies to Deliver the Message Well	30	●				●	●	●			●	●
L-1	Beginning Reading: A Strategic Start	31		●	●	●	●	●	●			●	●
L-2	It's Never Too Late! The Basics of Teaching Reading for Upper Grade Teachers	32		●	●	●	●	●	●			●	●
L-3	What's the Story on Picture Book Literature?	32				●	●						
L-4	What's the Word on Words? Vocabulary Support for Struggling Students	33	●		●	●	●	●	●			●	●
L-5	Digging for Meaning: Supporting Comprehension in the Content Areas	33	●		●	●	●	●	●	●		●	●
L-6	Write Away! Basic Writing Skills for Struggling Students	34		●	●	●	●	●	●			●	●
L-7	Assessing Reading: Making It Meaningful and Making It Work!	34	●			●	●	●	●			●	●
P-1	Paraprofessionals's Guide to Behavior Supports: The Basics	35								●			
P-2	Paraprofessional's Guide to Maximizing Student Engagement and Minimizing Disruptive Behavior	35								●			

		Page	NEW	SIGNIFICANTLY UPDATED	Can be divided into multiple sessions	General Ed. Teacher	Special Ed. Teacher	School Psychologist	Speech-Language Pathologist	Paraeducator	Adapted PE	Program Specialist	Administrator
P-3	Pieces of the Puzzle: The Basics of Autism for Paraprofessionals	36								●			
P-4	Shiny Things, Spinning Swings and Squeeze Machines – Sensory Needs for ASD	36								●			
P-5	Beyond Tears and Tantrums	37								●			
P-6	Lost in the Social Maze: Navigating Without a Compass	37								●			
P-7	"I Can't Talk, But I Have So Much to Say!"	38								●			
P-8	Beyond "Please" and "Thank You"		●			●	●	●	●	●		●	●
P-9	What's In a Name?	38								●			
P-10	"I Want to Tell You Something!"	39								●			
P-11	"Hi! Will You Be My Friend?"	39								●			
P-12	Balancing Act: Supporting Students in General Education Classrooms	39								●			
P-13	Maximizing Small Group Instruction	40								●			
P-14	Beginning Reading: A Strategic Start	40								●			
P-15	It's Never Too Late? Basics of Teaching Reading for Grades 4-12	41		●		●	●	●		●		●	●
P-16	Digging for Meaning: Supporting Comprehension in the Content Areas	41								●			
P-17	Dancing with the Stars: The Powerful Role of the Paraprofessional in Differentiating Instruction.	42	●			●	●	●		●		●	●
P-18	The Paraprofessional's Role in Differentiating for Students With Language/Literacy Needs	42		●						●			
P-19	The Paraprofessional's Role in Differentiating Instruction for Students With Organizational, Behavior and Attention Challenges	43		●		●	●	●		●		●	●

		Page	<i>NEW</i>	SIGNIFICANTLY UPDATED	Can be divided into multiple sessions	General Ed. Teacher	Special Ed. Teacher	School Psychologist	Speech-Language Pathologist	Paraeducator	Adapted PE	Program Specialist	Administrator
PS-1	Bright Beginnings: Supporting Early Literacy	44				●	●			●		●	
PS-2	Language Learning for Little Ones	44				●	●		●	●		●	
PS-3	"Look, Teacher. I Can Behave!"	45		●		●	●			●		●	
PS-4	Come Play With Me! Supporting the Development of Preschool Play Skills	45				●	●		●	●		●	
PS-5	"Look, Teacher. I Can Share!" Supporting Preschool Social Skill Development"	45		●		●	●		●	●		●	
S-1	Supporting the Development of Communication in Students With Severe Disabilities	46			●		●		●			●	
S-2	Supporting the Development of Literacy in Students With Severe Disabilities	46			●		●						
S-3	"Hi! Will You Be My Friend?" Supporting the Development of Social Skills	47			●		●	●	●			●	

AUTISM AND ASPERGER SYNDROME



Workshops in this strand may fulfill partial requirements for an Autism Specialist Certificate in some SELPAs.

Some 6 hour trainings may be divided into 2 parts as needed by the sponsoring agency.

A-1 Pieces of the Puzzle: An Overview of Autism Basics

Presenter: Bev Long

6 hrs

This is entry level training. The content will include descriptions and diagnostic criteria of autism, PDD and Asperger syndrome. An historical overview of the field will be shared, with an emphasis on the primary methods for supporting students with autism. Participants will be introduced to cognitive, language, sensory, behavioral and social issues related to autism spectrum disorders. Although the emphasis will be on building foundation knowledge, broad strategies for intervention will also be discussed

Participants will:

- Be exposed to the range of spectrum disorders and the criteria for each diagnosis
- Be exposed to a brief history of the field
- Review current research in the field
- Be introduced to cognitive, language, sensory, behavioral and social issues related to ASD

A-2 Best Practices in Programming for Students on the Autism Spectrum

Presenter: Bev Long

6 hrs

This training **with substantial updates** is designed to clearly delineate research-based best practices in the field of autism. This information is critical to ensure that programs are legally defensible and that our students receive an appropriate education.

Participants will:

- Learn what the research-based “best practices” are in the field of autism.
- Identify critical program components in an appropriate program

AUTISM AND ASPERGER SYNDROME

A-3 Autism: Start With Structure

Presenter: Bev Long

6 hrs

The focus of this workshop **with substantial updates** will be on how to create optimum structure for students on the spectrum who are both low and high-functioning. Techniques for creating structure in both the special education and general education settings will be covered. General principles of classroom structure, including time structure, task structure, and the use of schedules, will be covered. Practical application will be made through the use of case studies and collaboration with peers at the workshop.

Participants will:

- Develop an understanding regarding the importance of structure
- Explore methods to create appropriate structure with considerations for time, space, creation and presentation of tasks, and the use of schedules
- Practice determining what elements might be necessary for specific students to create optimum learning environments

A-4 Autism: Shiny Things, Spinning Swings and Squeeze Machines – Understanding and Supporting the Sensory Needs of Students With Autism

Presenter: Bev Long

6 hrs

- What are the sensory and motor needs of students with autism?
- How do you know the needs of individual students?
- How do you meet those needs in a classroom environment?

This workshop will provide answers to these questions. Participants will learn which materials, strategies and supports are the most powerful and effective. This training is appropriate for those working with both low and high-functioning students with autism.

Participants will:

- Learn about the unique learning styles, strengths and weaknesses of students with AS
- Identify practical classroom supports for specific sensory issues
- Explore the role that sensory issues may play in behavior

AUTISM AND ASPERGER SYNDROME

A-5 Beyond Tears and Tantrums: Supporting the Behavior of Students with Autism

Presenter: Bev Long

6 hrs

The focus of this workshop, **with substantial updates**, is to empower individuals who work with students on the autism spectrum with a practical, powerful and holistic framework to use in determining what structure and support is needed for a particular student. The emphasis will be on proactive supports for students who are young, lower functioning, and nonverbal or barely verbal. Practical application will be made through the use of case studies and collaboration with peers at the workshop. This workshop will “stand alone,” but would ideally follow the “**Start With Structure**” workshop.

Participants will:

- Identify the factors that are most likely to result in behavioral breakdown in children with autism
- Explore a powerful framework to determine what structure and support is needed for a particular student
- Review case studies of students and learn how the framework facilitated behavioral regulation
- Practice using the framework with peers during the training

A-6 I Can't Talk, But I Have So Much to Say! - Supporting the Needs of Nonverbal and Barely Verbal Students

Presenter: Bev Long

6 hrs

This training, **with substantial updates**, is designed to provide a range of best practice techniques for meeting the communication needs of **nonverbal** students with autism. Both high and low-tech options will be reviewed. The emphasis will be on how to create an environment that provides hundreds of powerful opportunities for the students to learn and demonstrate communicative intent throughout the educational day.

Participants will:

- Learn about core communication skills that are prerequisites to functional communication (nonverbal and verbal)
- Learn powerful ways to increase a child's need to communicate
- Explore a wide range of best practices for nonverbal students with autism

AUTISM AND ASPERGER SYNDROME

A-7 Autism: Lost in the Social Maze – Navigating Without a Compass 6 hrs (Supporting Social Skill Development)

Presenter: Bev Long

This workshop, **with substantial updates**, will focus on the unique social and relationship needs of high functioning verbal students with autism and Asperger syndrome. Participants will be introduced to general social supports for these students. The focus will include both highly structured social skills training strategies, as well as informal supports. Participants will learn which programs, techniques and interventions are most powerful. This workshop will **NOT** cover the needs of nonverbal or minimally verbal students.

Participants will:

- Learn the unique characteristics that impact the social functioning of high functioning verbal students with autism and Asperger Syndrome
- Explore formal and informal social supports for these students
- Be exposed to programs and materials that are useful with this population

A-8 Autism: Let's Give Them Something to Talk About!

Presenter: Bev Long

6 hrs

This training **with substantial updates** is designed specifically for speech pathologists planning interventions for highly verbal students who are on the autism spectrum. Participants will be introduced to therapy ideas for all aspects of verbal and non-verbal discourse. Colleagues will also share past successes and brainstorm new ideas to try in therapy.

Speech Pathologists will:

- Learn a wide range of interventions for highly verbal students on the autistic spectrum
- Collaborate with other speech therapists and share speech therapy ideas for highly verbal students with autism or Asperger Syndrome

AUTISM AND ASPERGER SYNDROME



A-9 Autism: If They Need It, Teach It! - Developing and Running Social Skills Groups

Presenter: Bev Long

6 hrs

This training **with substantial updates** focuses on developing and running social skills training groups for students with high functioning autism and Asperger syndrome. It is designed to build on previous knowledge about social skills development. Participants will learn strategies and techniques for choosing the composition of the group, the curriculum, and the skills to target. Attendees will receive hands-on practice in introducing a new skill, modeling and role-playing the skill, as well as thinking about how newly learned skills can be generalized to real-life situations. Come ready to work hard and walk out with a plan of action for your social skills group!

Participants will:

- Learn how to make decisions regarding the size, composition and frequency of a social skills group
- Learn how to select curriculum and skills to target
- Learn the 5-step process for teaching a social skill that is supported by research
- Review materials and curriculum appropriate for this population

A-10 Asperger Syndrome and Bullying: Why Does It Happen and What Can We Do About It?

Presenter: Bev Long

6 hrs

This training, **with substantial updates**, is designed to highlight the high incidence of bullying in the population of students with Asperger Syndrome. The emphasis will be on how to create supportive and safe school environments where all students are protected. Specific strategies will be presented to guide educators in supporting the student with Asperger Syndrome, to lessen the likelihood of bullying, as well as teaching responses to bullying to ensure safety.

AUTISM AND ASPERGER SYNDROME

Participants will:

- Learn the characteristics of Asperger Syndrome that make this population so vulnerable to bullying
- Review research-based strategies to use at school and classroom levels to minimize bullying
- Learn specific strategies that will support and empower the student with Asperger Syndrome and reduce the likelihood of bullying

A-11 Help Me Chill Out Before I Melt Down ! – Supporting the Needs of Students with Asperger Syndrome or Highly Verbal Autism

Presenter: Bev Long

6 hrs

The content of this training, **with substantial updates**, will focus on understanding the unique perspectives and needs of students with Asperger syndrome and high functioning autism. Participants will learn a variety of techniques for supporting the behavior of these students. The emphasis will be on proactive strategies that assist the student to achieve and maintain behavioral equilibrium. It is critical that professionals and parents recognize that meeting the behavioral needs of these students begins with an understanding of the world from their perspective. Participants will review case studies and collaborate with peers to plan behavioral supports.

Participants will:

- Consider the unique perspectives of these students and understand how they easily lead to behavioral deregulation
- Explore powerful framework to determine what structure and support is needed for a particular student
- Learn proactive strategies and supports that assist these students with maintaining behavioral equilibrium
- Practice using the framework to decide which supports will be appropriate for a given student

A-12 Asperger Syndrome and Anxiety



NEW!

Presenter: Bev Long

6 hrs

Anxiety is frequently associated with AS. It is important for all educators who work with these students to be able to recognize the signs of anxiety and more importantly, to know how to support these students in dealing with anxiety. This training will also present strategies for reducing anxiety and methods for empowering students to learn to manage their own anxiety and ultimately be able to self-advocate in this area.

AUTISM AND ASPERGER SYNDROME

Participants will:

- Learn about the incidence of anxiety in student who have AS
- Understand the impact that anxiety can have on all aspects of behavior, academic performance, social engagement and mental health
- Learn strategies that can reduce anxiety and lead to self-advocacy in this student population

A-13 If I'm So Smart, Why is School So Hard?

(Supporting Students With Aspergers Syndrome and High Functioning Autism in General Education Classrooms)

Presenter: Bev Long

6 hrs

The focus of this workshop, **with substantial updates**, is to explore the unique learning styles, strengths and weaknesses of students with Asperger syndrome as related to their academic achievement. Practical and helpful supports and accommodations that can be used in any educational setting will be emphasized. Participants will be introduced to several case studies and given time to collaborate with peers in creating academic support plans.

Participants will:

- Learn about the unique learning styles, strengths and weaknesses of students with AS
- Learn with techniques, supports and accommodations are most helpful
- Practice planning academic supports for students

A-14 Autism: Writing and Implementing Carol Gray's Social Stories

Presenter: Bev Long

6 hrs

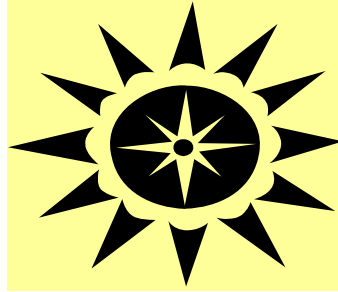
This training will feature a 3 hour training video of Carol Gray presenting her strategy called Social Stories. This video is interactive and augmented by a workbook prepared by Carol Gray. In the afternoon, participants will consider specific students of varied ages/abilities and practice writing social stories for them. Participants will also consider how implementation could be maximized.

Participants will:

- Learn to write social stories from Carol Gray by means of her training video
- Practice writing social stories for specific students with peers during the training

Please note: The requesting organization is required to purchase one workbook for each participant from **www.thegraycenter.org**.

AUTISM AND ASPERGER SYNDROME



A-15 Autism: Advanced Social Story Implementation

Presenter: Bev Long

6 hrs

This training is designed for individuals who have experience in writing Social Stories. Participants will discover new uses for social stories and experience multiple formats. Bring examples of social stories and anecdotes for sharing with peers, as well as topics for new social stories you have wanted to write.

Participants will:

- Share successes and frustrations with writing social stories
- Learn new uses for social stories
- Learn about the common mistakes made in writing social stories and how to avoid/correct them



A-16 Autism: Curriculum Supports Straight From the Internet

Presenter: Bev Long

3 hrs.

Intended Audience: Educators who directly teacher students with autism

Attend this workshop to learn about the rich, FREE supply of curriculum supports for all aspects of educating student with autism – academic, social, communication, schedules and social stories, etc.

Participants will:

- Become familiar with teacher resources on the Internet
- Identify sources for specific instructional areas
- Learn how to adapt and modify resources to meet student needs

AUTISM AND ASPERGER SYNDROME

A-17 Overview of Autistic Spectrum Disorders (ASD) and Evidence-Based Educational Interventions

3 Hrs.

Presenter: Laura Lavery



NEW!

Intended Audience: Educators working with students with ASD

This training is designed to provide an overview of Autistic Spectrum Disorders (ASD) and the research-based interventions associated with the disorders. Research findings will be reviewed from (1) the *National Research Council's Committee Report of Educational Interventions for Children with ASD*, the *National Standards Project*, and California's new *ASD: Guidelines for Evidence-based Interventions*.

Participants will:

- Review the characteristics of ASD
- Overview current research documents
- Explore intervention benefits and effects

BEHAVIOR



B-1 Behavior Support, the Basics!

Presenter: Jodie Dittmar

6 hrs

Intended Audience: All Educators

This training will address proactive school and classroom based behavior strategies as well as individual behavior supports. Updated information from current research regarding zero tolerance policies, mentoring, functional behavior support and student engagement will be shared. For a good portion of the day participants will work individually and in group activities evaluating and writing effective behavior plans.

Participants will:

- Develop an understanding of evidence based practices that create a positive school and classroom environment.
- Develop an understanding of IDEA requirements of behavior support
- Develop the ability to use functional behavior assessment information to write a thorough behavior plan
- Practice using a research based quality evaluation rubric to evaluate their own behavior plans.

B-2 Maximizing Student Engagement: Minimizing Disruptive Behavior!

Presenter: Jodie Dittmar

6 hrs

Intended Audience: Educators with goals to increase student engagement and to address classroom behavior through the lens of functional behavior support

This workshop will focus on successful strategies educators can utilize to increase the engagement of students with “**non-severe disabilities.**” Proven accommodation strategies for inclusive settings will be shared, as well as helpful tips for dealing with student attention, anxiety, sensory issues, and social difficulties. Collaboration and communication strategies will be briefly highlighted as well.

Participants will:

- Review various disabilities and other student needs which impact a student's participation in the classroom
- Participate in activities to develop accommodation strategies and proactively increase engagement.
- Participate in activities to proactively, as well as reactively, address common classroom behavior problems.
- Practice using a research based quality evaluation rubric to evaluate his/her own behavior plans.

This workshop is an excellent choice to be coupled with classroom consultation. Training can be provided as on site staff development with additional follow up. District personnel who are interested should contact the Diagnostic Center to plan an appropriate project for them.

“Dancing With The Stars”!

DIFFERENTIATED INSTRUCTION & INSTRUCTIONAL STRATEGIES STRAND

Educators, do you ever feel you’re doing the tango, the two-step, and the cha-cha... all at the same time?

The need to individualize for “at risk students,” while prioritizing content and standards, has never been greater. The following series will provide you time effective methods for all settings, while prioritizing research based learning strategies for individual students.

Subsequent, classroom-based assistance with differentiation of instruction or literacy development can also be requested with any workshop. A personalized project can be developed to provide additional teacher or school support by contacting the Diagnostic Center.

Participants of these trainings will:

- Understand the meaning and necessity of differentiated instruction
- Learn techniques and methods of provide differentiated instruction to a class of students with variable needs and learning styles
- Consider issues of standards, assessment, and Rtl.
- Learn strategies to engage students in the learning process



“Dancing With The Stars”!

DIFFERENTIATED INSTRUCTION & INSTRUCTIONAL STRATEGIES STRAND

D-1 “The Two-Step and the Tango” ...Differentiating Instruction in the Elementary Classroom

6 hrs

Intended Audience: All elementary educators

Presenter: Jodie Dittmar

Today’s elementary teacher must be “on her toes” to address the needs of individual students in light of RtI, NCLB, IEP’s, literacy, assessment and accountability. Participants in this workshop should bring their “tap shoes” and be prepared for a workout! Come ready to develop methods to engage your students, accommodate those who need support and modify instruction when needed... all without “missing a beat”

Participants will:

- Acquire a working knowledge of the principles of effective differentiation
- Discuss the impacts of RtI (Response to Intervention), mainstreaming, and varied student needs within general education settings
- Develop differentiation strategies for their own classrooms and students
- Consider needs specific to elementary school content and instruction
- Gain resources and differentiation strategies for varied student needs

D-2 “How to Waltz in a Hip Hop World” ...Differentiating Instruction for Junior High and High School Students

6 hrs

Intended Audience: All middle and secondary level educators

Presenter: Jodie Dittmar

As students move into upper grades, the gap between their learning and those of other students may grow. At the same time, academic, social and other stressors may also increase! This workshop is for the teacher, administrator, or other support staff interested in maximizing teaching efficiency while addressing the literacy and other needs of older struggling students.

Participants will:

- Acquire a working knowledge of the principles of effective differentiation
- Discuss the impacts of RtI (Response to Intervention), mainstreaming, and varied student needs within general education settings
- Directly develop differentiation strategies for their own classroom and students
- Consider needs specific to adolescents, including behavior, middle and high school scheduling; graduation requirements; assessments and the exit exam
- Gain resources and differentiation strategies to engage students in the learning process

“Dancing With The Stars”!

DIFFERENTIATED INSTRUCTION & INSTRUCTIONAL STRATEGIES STRAND

D-3 “A-One-and-a-Two”....Differentiating Early Mathematics Instruction

3 ½ hrs

Intended Audience: All elementary level educators and interested others

Presenter: Jodie Dittmar

This workshop will focus on early learning experiences and teaching students with regard to the California Mathematics Standards. Specific consideration will be given to efficiently, yet effectively meeting both whole class and individualized learning needs.

Participants will:

- Review the overall principles of effective differentiation
- Consider concepts of foundational math learning in light of varying student needs (Emphasis will be given, but not limited to, addition, subtraction, multiplication and division.)
- Directly adapt math instructional activities to specific student needs
- Briefly consider functional vs. higher level math instruction

D-4 The A-B-C’s of Differentiating Classroom Instruction: Focus on Dyslexia or Other Literacy Deficits

3 1/2 hrs

Intended Audience: All educators

Presenter: Jodie Dittmar

This section will explore differentiated instructional strategies designed to support the needs of students with reading disabilities (dyslexia) and/or additional challenges in the area of language arts. The strategies can be applied to instruction in a variety of instructional settings, with diverse curricular content. Students in all grades will benefit from instruction utilizing these techniques and methods, but a particular focus will be given to strategies for students in upper elementary grades and beyond.

Participants will:

- Review the overall principles of effective differentiation
- Increase their understanding of literacy deficits and related research based interventions
- Develop strategies to assist in supporting the common academic, as well as emotional needs of students who struggle with reading
- Acquire a repertoire of resources for use in their own educational planning

“Dancing With The Stars”!

DIFFERENTIATED INSTRUCTION & INSTRUCTIONAL STRATEGIES STRAND

D-5 “Say It Like You MEAN It!” Differentiating Instruction for Students with Language Deficits

3 ½ hrs

Intended Audience: All educators

Presenter: Jodie Dittmar

For students with a limited understanding of the English language; receptive or expressive language deficits; and/or difficulties in written language, the academic classroom can be a difficult maze to navigate. This workshop will focus on tested strategies designed to support vocabulary development and classroom language comprehension expectations.

Participants will develop an enhanced understanding of:

- Formal and informal assessment of the impacts of language on a student’s classroom learning
- Language expectations within everyday classroom instruction and content learning
- Strategies to proactively increase content instruction through:
 - Instructional frontloading
 - Vocabulary instruction
 - Content accommodations
 - Individualized language support

“Dancing With The Stars”!

DIFFERENTIATED INSTRUCTION & INSTRUCTIONAL STRATEGIES STRAND

D-6 Strategies to Assist Students in Grades 7-12 with Organization, Attention and Behavior

3 ½ hours

Intended Audience: All Educators for grades 7-12

Presenter: Jodie Dittmar

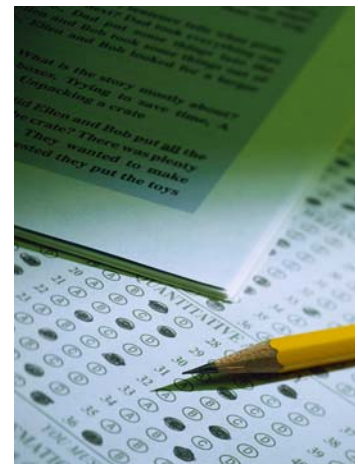
Attention, teachers of junior and high school students! Do your students ever make the following statements?

- “Teacher, I did the homework, but it’s on my desk at home.”
- “Mr. Smith, I didn’t know the test was today!”
- “Ms. Brown, I forgot my book!”
- “Miss Grey, I left my backpack on the bus, so I didn’t have my books to study.”

Students who do not come to class prepared to learn, create challenges not only for themselves, but for their teachers as well. For students with **Attention Deficit Disorders (ADD or ADHD)**, **learning disabilities**, or just typically hectic lives, organization can be challenging. Keeping on top of responsibilities can be stressful or unsuccessful.

Participants will:

- Review common difficulties that impair student attention, organization, and success in upper grade classrooms
- Develop proactive strategies to increase student independence and success within the classroom as well as in homework completion



HOT TOPICS OF SPECIAL INTEREST



H-1 Attention Deficit Disorders: Why Are They Receiving So Much “Attention?”

Presenter: Desiree Rodgers, M.D., Developmental and Behavioral Pediatrician

Intended Audience: All educators

Time: 2 Hrs

Attention Deficit Hyperactivity Disorder (ADHD) is the most commonly diagnosed disability among school-aged children and is the subject of much debate in the popular media and culture. This presentation focuses on what is currently known about ADHD, as well as issues related to incidence, diagnosis, causes and treatment. Considerations for effective support of children with ADHD at school and at home are discussed; however, this presentation is designed to provide a general overview of intervention objectives rather than training in specific implementation practices.

(Note: This workshop is available to local areas only on a limited basis, as the pediatrician is needed at the Center for assessments.)

H-2 Section 504: Staying Legal Without Going Crazy

Presenter: Jane House, Ed.D.

Time: 1 to 3 Hrs.

Intended Audience: District and site 504 coordinators, psychologists, special education teachers, speech and language specialists, school nurses, counselors and administrators

This workshop will answer many of the frequently asked questions below regarding the application of Section 504 interventions and accommodations. Participants will learn:

- What is the eligibility and evaluation process for students referred for a Section 504?
- Could the “expanded list” of major life activities have unintended repercussions for 504 services in school districts?
- Could changes in the affect of “mitigating measures” change 504 eligibility in schools?
- When is an Individualized Health Service Plan (IHSP) an appropriate level of intervention?
- What’s up with the 504 Manifestation Determination process? When is it necessary?

HOT TOPICS OF SPECIAL INTEREST

H-3 Best Practices for Supporting Students with Traumatic Brain Injury

Intended Audience: All educators

Time: 3 Hrs.

Presenter: Marilyn Stewart, Ph.D., Neuropsychologist

This workshop highlights the variety of educational and psychosocial challenges that are frequently encountered in working with students that have experienced a traumatic brain injury. Suggestions are offered to help support students with issues of attention, memory, impulse control, emotional regulation, and social functioning that may result following a traumatic brain injury.

Participants will:

- Develop an understanding of the potential impact of a traumatic brain injury
- Learn ways to provide accommodations and interventions to support students



HOT TOPICS OF SPECIAL INTEREST

H-4 Assistive Technology: It's more than a box on the IEP

Intended Audience: Educators, speech pathologists, school psychologists, paraprofessionals and parents

Time: 1 to 3 Hrs.

Presenter: Michelle Austin



NEW

This workshop is an entry level training. The content will include descriptions of various assistive technology supports for reading, writing and communication. Practical information will be shared to begin adaptations using low and high tech solutions to support student learning.

Participants will:

- Be introduced to a variety of materials to support student learning utilizing assistive technology supports.
- Develop an awareness of possible adaptive uses of technological supports

H-5 The ABC's of AAC

Intended Audience: Educators, speech pathologists, school psychologists, paraprofessionals and parents

Time: 1 to 3 Hrs.

Presenter: Michelle Austin



NEW

This training will focus on applying augmentative communication strategies to assessment and instructional interventions. The content will cover a variety of Assistive Augmentative Communication strategies to support students using both low tech communication boards to high-tech voice output communication systems.

Participants will:

- Be introduced to a variety of AAC materials to support student learning

HOT TOPICS OF SPECIAL INTEREST

H-6 The Road Less Traveled: Working With Students Who Are Non-verbal

Intended Audience: Educators, speech pathologists, school psychologists, paraprofessionals and parents

Time: 1 to 3 Hrs.

Presenter: Michelle Austin

NEW

This presentation will discuss the course of therapy for students who have limited verbal communication. The content will include descriptions of various assessment tools, what to look for to enhance communication opportunities, and practical intervention solutions to support student learning and decrease behavioral communication.

Participants will:

- Discuss therapeutic interventions for students with limited verbal skills
- Explore therapeutic planning to support student learning

H-7 Writing Individual Education Program IEP Goals

Intended Audience: Special education teachers

Time: 1 to 3 Hrs.

Presenter: Laura Lavery

NEW

The content of this training will focus on writing IEP goals that are legally compliant and instructionally relevant for the student.

Participants will:

- Review legal requirements for IEP goals
- Improve goal writing
- Explore guidelines for developing a long-rang plan



HOT TOPICS OF SPECIAL INTEREST

H-8 Mental Retardation: Strategies to Deliver the Message Well

Intended Audience: School psychologists, administrators, teachers and speech therapists

Time: 1 to 3 Hrs.

NEW

Presenter: Carole Bence or DCC Staff

This presentation will discuss issues involved in the difficult task of informing families that their child has an intellectual disability or mental retardation. Various strategies and key concepts will be explored, and participants will have an opportunity to share with colleagues.

Participants will:

- Explore values and beliefs
- Identify key concepts
- Review effective communication strategies and techniques

LITERACY STRAND

Some 6 hours trainings may be divided into Parts 1 and 2.

L-1 Beginning Reading: A Strategic Start

6 hrs

Presenter: Jodie Dittmar

Intended Audience: General and special education staff

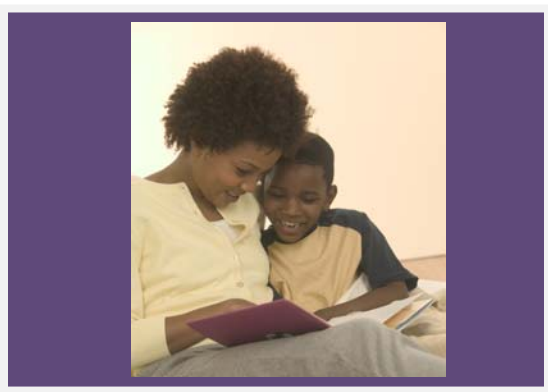
This session will cover issues related to providing students with an effective start in learning to read. Components to be addressed include:

- Assessment (DIBELS, as well as in depth, individual assessments),
- Teaching (phonological awareness, decoding, fluency and comprehension),
- Classroom teaching strategies, accommodations and modifications.

Participants will:

- Review current research-based information regarding the components of effective reading instruction
- Demonstrate an overall understanding and practice initial use of the Dynamic Indicators of Basic Early Literacy (DIBELS)
- Participate in group activities related to:
 - Assessment and progress monitoring tools
 - Direct instruction
 - Tiers of intervention
 - California Content Standards
 - State Adopted Reading Curricula and other materials
 - Other impacts on reading including learning disabilities, behavior, etc.

Subsequent, classroom-based assistance with differentiation of instruction or literacy development can also be requested with any workshop. A personalized project can be developed to provide additional teacher or school support by contacting the Diagnostic Center.



LITERACY STRAND

L-2 It's Never Too Late! The Basics of Teaching Reading for Upper Grade Teachers 6 hrs

Presenter: Jodie Dittmar

Intended Audience: Special day class teachers, resource specialists and reading teachers

This workshop provides a solid background of the essential elements of teaching reading to struggling older readers in 4th through 12th grades, reading at 1st to 4th grade levels.

Participants will:

- Review essential elements of teaching reading to struggling older readers with a focus on day-to-day implementation issues in upper elementary, middle, and high school settings
- Review assessment and instructional considerations related to:
 - Phonological Skills
 - Decoding Skills
 - Reading Fluency
 - Vocabulary and Word Study
 - Reading comprehension (in narrative and content text)
- Consider emotional and behavioral issues of the older struggling reader
- Gather a list of helpful resources available for the teacher of older students

L-3 What's the Story on Picture Book Literature? 6 hrs

Presenter: Bev Long

Audience: Teachers and speech pathologists working with primary students or with older students who are academically and cognitively at lower levels

This training will provide participants with strategies to “juice up” the reading of picture books to students, by learning how to choose the most powerful words in the story for direct instruction. Techniques to extend the storybook reading for teaching sequencing, summarizing, retelling and other oral language skills will be demonstrated.

Participants will:

- Be reminded of “best practices” strategies for choosing and reading picture books for children
- Learn how to use picture books as a vehicle for teaching vocabulary, sequencing, oral expression, summarizing and retelling
- Practice planning these activities with peers

LITERACY STRAND

L-4 What's the Word on Words? Vocabulary Support for Struggling Students

Presenters: Jodie Dittmar

3 ½ hrs

Intended Audience: All educators working with struggling students in grades 4-12

This training provides powerful and effective strategies for supporting vocabulary development. Participants will learn instructional routines that can be used without preparation, as well as strategies for teaching conceptually difficult words. Graphic organizers, preteaching and word-sort activities will be described. Participants will engage in practice activities and brainstorm ways to use these activities in their classroom.

Participants will:

- Review research supported strategies for enhancing vocabulary development in the mixed ability classroom.
- Develop a repertoire of whole class and individual teaching strategies to effectively:
 - Provide direct vocabulary instruction
 - Preteach Content Vocabulary
 - Use graphic organizers for instruction and for student demonstration of understanding
 - Provide individual vocabulary instruction
 - Provide individualized vocabulary accommodations throughout content instruction.

L-5 Digging for Meaning: Supporting Comprehension in the Content Areas

Presenter: Jodie Dittmar

3 ½ or 6 hrs

Intended Audience: Teachers working with struggling readers in grades 3-9

This training will focus on specific strategies for facilitating comprehension in the content areas (i.e., literature, social studies, science, etc.). Skills necessary to read and comprehend content material will be outlined. Teaching vocabulary and incorporating instruction to promote higher order thinking will be emphasized.

Participants will learn strategies to:

- Facilitate comprehension in all content areas.
- Teach content vocabulary
- Increase students' skills to sequence, analyze and reason within both narrative and textbook content reading
- Maximize participation and increase the comprehension of struggling readers within classroom instruction and text

LITERACY STRAND

L-6 Write Away! Basic Writing Skills for Struggling Students

6 hrs

Presenter: Jodie Dittmar

Intended Audience: All teachers who work with students who struggle with written language, especially those in upper elementary and secondary grades

This training describes and demonstrates strategies for teaching students how to write. Critical features of all basic writing formats (descriptive, narrative, explanatory, expository and persuasive) will be covered. Demonstration lessons will be provided and participants will practice the techniques. Direct instruction in specific writing strategies and applications as outlined in the *Reading/Language Arts Framework for California Public Schools* will be stressed.

Participants will:

- Enhance their ability to address the critical features of all basic writing formats
- Share writing strategies they use, as well as learn new ones.
- Practice practical lesson activities to apply in their own classrooms
- Gain materials and resources for future use

L-7 Assessing Reading: Making it Meaningful and Making it Work!

6 hrs.

Presenter: Jodie Dittmar

NEW!

This workshop will provide examples of various assessments to use when determining student skills in phonological awareness, vocabulary and reading comprehension.

Participants will:

- Engage in hands-on activities to determine appropriate courses of action to assess, address and accommodate students with varying needs.
- Explore examples of formal and informal standardized assessment tools
- Learn about progress monitoring assessments



PARAPROFESSIONALS

Intended Audience: Paraprofessionals, Aides or Instructional Assistants



P-1 Behavior Supports: The Basics! ;The Powerful Role of the Paraprofessional

3 1/2 hrs

Presenter: Jodie Dittmar

The specific focus for this foundational strand will be to develop an understanding of effective behavior support for students of varying ages and disabilities.

Participants will enhance their knowledge of:

- Proactive vs. reactive strategies: timesaving, practical methods to direct students & reinforce behaviors
- Tips for 1:1 paraprofessionals
- Communication & collaboration issues
- Functional Behavioral Assessment and Behavior Support Plans (requirements, philosophy, and samples)

P-2 Maximizing Student Engagement, Minimizing Disruptive Behaviors; How a Paraprofessional Can Help

3 1/2 hrs

Presenter: Jodie Dittmar

This workshop will focus on successful strategies the paraprofessional can utilize to increase the engagement of students with “**non-severe disabilities.**” Proven accommodation strategies for inclusive settings will be shared, as well as helpful tips for dealing with student attention, anxiety, sensory issues, and social difficulties. Collaboration and communication strategies will be briefly highlighted as well.

Participants will:

- Review various disabilities and other student needs which impact a student’s participation in the classroom

PARAPROFESSIONALS

- Participate in activities to develop accommodation strategies and proactively increase engagement.
- Participate in activities to proactively, as well as reactively, address common classroom behavior problems.

P-3 Pieces of the Puzzle: The Basics of Autism for Paraprofessionals 3 ½ hrs

Presenter: Bev Long

Paraprofessionals will be provided with an overview of autism and learn practical, solid strategies and interventions needed to be an outstanding support for students on the autism spectrum. Participants will be introduced to broad-based supports for language, academics, and behavior.

Participants will:

- Be exposed to the range of spectrum disorders, and the criteria for each diagnosis
- Be exposed to a brief history of the field
- Hear some of the current research in the field
- Be introduced to cognitive, language, sensory, behavioral and social issues related to ASD

P-4 Shiny Things, Spinning Swings and Squeeze Machines 3 ½ hrs

Presenter: Bev Long

Paraprofessionals will be introduced to the unique sensory needs of students with autism. A focus will be on developing sensitivity to those needs and awareness of a range of supports and interventions.

Participants will:

- Learn to understand and identify the common sensory issues that impact students with autism
- Learn practical classroom supports for specific sensory issues
- Learn to consider the role that sensory issues may play in behavior

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P-5 Beyond Tears and Tantrums

3 ½ hrs

Presenter: Bev Long

Paraprofessionals will be introduced to a practical, powerful and appropriate framework to use in determining what structure and support is needed for a particular student. The emphasis will be on proactive behavioral supports for students with autism.

Participants will:

- Learn the factors that are most likely to result in behavioral breakdown in children with autism
- Learn a powerful framework to determine what structure and support is needed for a particular student
- Hear case studies of students and learn how the framework facilitated behavioral regulation
- Practice using the framework with peers at the training

P-6 Lost in the Social Maze: Navigating Without a Compass

3 ½ hrs

Presenter: Bev Long

Paraprofessionals will be introduced to the unique social needs of students with autism. This workshop will focus on some broad-based supports for developing social skills and relationship awareness in students who are on the autism spectrum. It will cover the needs of students who are non-verbal through the needs of higher functioning students who are socially aware and verbal, but lack social sophistication.

Participants will:

- Learn the unique characteristics that impact the social functioning of high functioning verbal students with autism and Asperger Syndrome
- Learn about both formal and informal social supports for these students
- Be exposed to programs and materials that are useful with this population



PARAPROFESSIONALS

P-7 “I Can’t Talk, But I Have So Much to Say!”

3 ½ hrs

Presenter: Bev Long

Paraprofessionals will be introduced to a wide range of best practice techniques for meeting the communication needs of **nonverbal** students with autism. The emphasis will be on how to notice and take advantage of opportunities for students to learn and demonstrate communicative intent.

Participants will:

- Learn about core communication skills that are prerequisites to functional communication (nonverbal or verbal)
- Learn powerful ways to increase the child’s need to communicate
- Be exposed to a range of best practices for nonverbal students with autism

P-8 Beyond “Please” and “Thank You”

3 ½ hrs

Presenter: Bev Long

Paraprofessionals will be presented with an overview of social skill development in school aged students with learning & language disabilities. Informal supports and interventions will be presented.

Participants will:

- Learn about the range of social skills that students need to function optimally
- Learn some practical and useful strategies for supporting the social development of students with learning disabilities

P-9 What’s in a Name?

3 ½ hrs

Presenter: Bev Long

Paraprofessionals will be provided with current information regarding primary handicapping conditions to increase understanding of the various disabilities and the implications in the educational setting. The goal of this training is for paraprofessionals to gain insight and sensitivity regarding the unique challenges and needs faced by students with disabilities.

Participants will:

- Learn about the major characteristics of the primary handicapping conditions
- Increase understanding of the various disabilities
- Learn the implications of these disabilities in the educational setting

PARAPROFESSIONALS

P-10 “I Want to Tell You Something!”

3 hrs.

Presenter: Bev Long

Paraprofessionals will be exposed to a range of communication supports that can be used with verbal and non-verbal students of any age who are severely disabled. The emphasis will be on how to exploit naturally occurring opportunities for communication training.

Participants will:

- Learn about core communication skills that are prerequisites to functional communication (nonverbal or verbal)
- Learn powerful ways to increase the child's need to communicate

P-11 “Hi! Will You Be My Friend?”

3 hrs.

Presenter: Bev Long

Paraprofessionals will learn how to support the development of social skills of students who are severely disabled.

Participants will:

- Learn some practical and useful strategies for supporting the social development of students with severe disabilities

P-12 The Balancing Act: Supporting Students in General Education Classrooms

3 hrs.

Presenter: Bev Long

This training will focus on the role of paraeducators who are assigned to “shadow” students with special needs in general education classes. Participants will learn how to support student understanding, monitor student attention, increase on-task behavior and improve task completion, as well as promote student independence.

Participants will:

- Learn how to support student understanding, monitor student attention, increase on-task behavior, improve task completion, as well as promote student independence

PARAPROFESSIONALS

P-13 Maximizing Small Group Instruction

3 hrs

Presenter: Jodie Dittmar

This workshop will provide paraprofessionals with “best practices” of teaching methodology for small groups.

Participants will learn:

- Strategies to increase engagement and participation from all students
- Cueing techniques to encourage accurate and frequent responses.
- Effective strategies others have used to maximize instruction in small group settings.

P-14 Beginning Reading: A Paraprofessional’s Role in Providing A Strategic Start 3 hrs

Presenter: Jodie Dittmar

This session will cover issues related to providing students with a systematic, effective start in learning to read.

Participants will:

- Review current research-based information regarding the components of effective reading instruction
- Participate in using instructional strategies that consider:
 - Individual student needs,
 - Assessment, (including DIBELS)
 - State Adopted Reading Curricula and other materials
 - Disabilities, behavior and other impacts on learning to read.

PARAPROFESSIONALS

P-15 It's Never Too Late! The Basics of Teaching Reading for Paraprofessionals Working With Students in Grades 4 to 12

3 ½ or 6 hrs.

Presenter: Jodie Dittmar

NEW!

This workshop provides a solid background of the essential elements of teaching reading to struggling older readers in 4th through 12th grades, reading at 1st to 4th grade levels.

Participants will:

- Review the essential elements of teaching reading to struggling older readers
- Review instructional considerations and the paraprofessional's role related to:
 - Phonological Skills
 - Decoding Skills
 - Reading Fluency
 - Vocabulary and Word Study
 - Reading comprehension (in narrative and content text)
- Consider emotional and behavioral issues of the older struggling reader
- Gather a list of helpful resources

P-16 Digging for Meaning: Supporting Comprehension in the Content Areas

Presenter: Jodie Dittmar

3 ½ or 6 hrs

NEW!

This training will focus on the paraprofessional's role in facilitating comprehension in the content areas (i.e., literature, social studies, science, etc.). Skills necessary to read and comprehend content material are detailed.

Participants will demonstrate a repertoire of strategies to:

- Facilitate comprehension in the content areas
- Increase student's skills to sequence, analyze, problem solve and reason within both narrative and textbook content reading
- Maximize the participation and comprehension of struggling readers within classroom instruction and text

PARAPROFESSIONALS

P-17

Dancing with the Stars: The Powerful role of the Paraprofessional in Differentiating Instruction

3 ½ hrs

Presenter: Jodie Dittmar

NEW!

Do you ever feel like you're doing the tango, the two-step, and the cha-cha all at the same time? Today's classrooms include students of many languages and varied learning levels. Learn how to help teachers differentiate instruction in ways that will provide individual support for students of all levels.

Paraprofessional participants will:

- Review the many needs facing students in content learning activities
- Discuss the content learning, standards, and individualized needs that special education and general education educators address.
- Develop both classroom and individualized learning strategies they can employ in their current classroom settings.

(Note: This workshop provides an effective 6-hour training when coupled with workshops P18 or P19.)

P-18

(Dancing with the Stars) The Paraprofessional's Role in Differentiating for Students with Language/Literacy Needs

3 1/2 hrs

Presenter: Jodie Dittmar

NEW!

This section will explore differentiated instructional strategies designed to support the needs of students with reading disabilities (dyslexia) and/or additional challenges in the area of language arts. The strategies can be applied to instruction in a variety of instructional settings, with diverse curricular content.

Paraprofessional participants will develop strategies they can immediately employ to:

- Support students as they complete classroom activities that require sufficient reading skills
- Support students as they complete classroom activities that require sufficient writing skills
- Best enhance their own literacy instruction
- Best Practices and Treatment Options enhance their collaboration and support of other educational staff

PARAPROFESSIONALS

P-19 (Dancing with the Stars)
The Paraprofessional's Role in Differentiating Instruction for Students with Organizational, Behavior and Attention Challenges 3 ½ hrs

Presenter: Jodie Dittmar



NEW!

Attention, paraprofessionals working with junior and high school students! Do your students ever make the following statements?

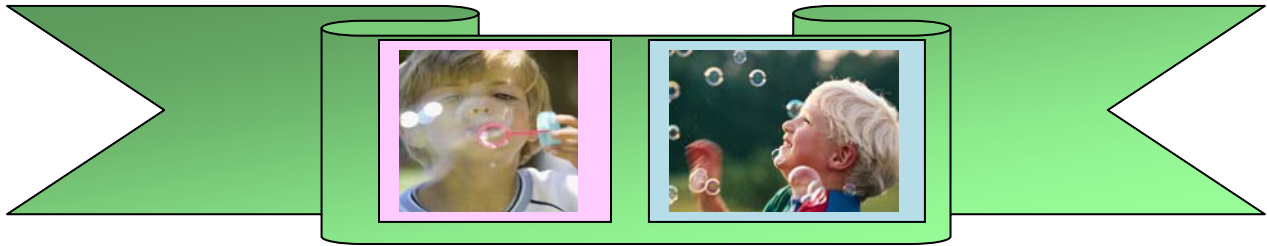
- “I did the homework, but it’s on my desk at home.”
- “Mr. Smith, I didn’t know the test was today!”
- “Ms. Brown, I forgot my book!”
- “Miss Grey, I left my backpack on the bus last night, so I didn’t have my books to study.”

Students who do not come to class prepared to learn, create challenges not only for themselves, but for their teachers and paraprofessionals as well! For students with **Attention Deficit Disorders (ADD or ADHD), learning disabilities**, or otherwise hectic lives, organization can be challenging, stressful or unsuccessful. Participants in this workshop will explore proactive, effective strategies to keep students on track, enhance their engagement and facilitate success.

Paraprofessional participants will develop strategies they can immediately employ to:

- Collaborate with teaching staff to keep students on task in both general education and special education settings
- Address the needs of students who are typically disorganized, forget their assignments or become frustrated in handling their daily work load
- Assist students who are easily distracted from learning activities
- Enhance opportunities to individually support and reinforce students while teachers address whole class learning expectations

PRESCHOOL STRAND



Intended Audience: Early Childhood Education Staff

Presenter: Bev Long

PS-1

Bright Beginnings: Supporting Early Literacy

3 hrs.

This presentation is designed to provide a solid overview of the research-based “best practices” in early literacy for the preschool child.

Participants will:

- learn how to support the development of oral language skills, as well as print concepts, phonological awareness and letter knowledge

PS-2

Language Learning for Little Ones

3 hrs

This presentation is designed to provide the participants with basic principles for supporting the development of language in young children.

Participants will:

- learn about the stages of early development
- learn powerful strategies to support the development of language in student who are delayed
- practice some of the strategies with peers in the training

PRESCHOOL STRAND

PS-3 “Look, Teacher, I Can Behave!”

3½ hrs

This presentation is designed to provide effective classroom management skills for educators working with children in preschool. Participants will learn positive behavior management strategies based on current research and “best practices.”

Participants will:

- Learn positive behavior management strategies based on current research and “best practices”
- learn some powerful strategies for dealing with very difficult behavior that honors the function of the behavior, but provides a communicative alternative

PS-4 Come Play With Me! Supporting the Development of Preschool Play Skills

3 hrs.

This training is designed to prepare preschool teachers with strategies to help develop play skills in children with developmental delays, such as autism or language delay.

Participants will:

- learn about the purpose and benefits of play in young children
- learn how support the development of play in children with developmental delays

PS-5 “Look Teacher, I Can Share!” Supporting the Development of Social Skills for Preschoolers

3 hrs

The focus of this training is supporting the preschool child in the development of social skills. The ideas presented will be appropriate for both typical students and those with special needs.

Participants will:

- learn about development of social understanding in the young child
- learn how to support the development of social understanding and skills in typical students and those with developmental delays

SEVERE DISABILITIES



Presenter: Bev Long

Time: 6 Hrs

Intended Audience: All educators working with students with severe disabilities

S-1 Supporting the Development of Communication in Students With Severe Disabilities

This workshop is designed to empower teachers of students with severe handicaps to begin to identify the most critical communication needs of each student. Participants will learn general principles for supporting communication skills, as well as specific strategies for improving and increasing communication skills.

Participants will:

- learn general principles for supporting communication skills in this population
- learn specific strategies for improving and increasing communication skills
- practice strategies with colleagues

S-2 Supporting the Development of Literacy in Students With Severe Disabilities

This workshop will provide the participants with many helpful and practical ideas on how to provide powerful literacy experiences for their students who are severely disabled. The needs of students who are nonverbal, as well as verbal, will be covered. Strategies will be presented that support the potential development of basic reading and writing. Come to expand your repertoire of skills for meeting this challenging educational need.

Participants will:

- learn best practices for supporting the literacy capabilities of students with severe disabilities
- learn about materials that will support instruction
- learn about curriculum supports that are available on the internet for free

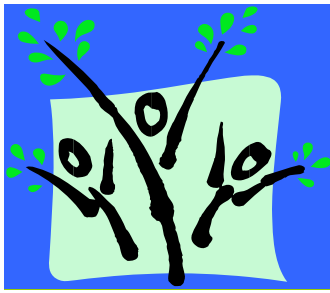
SEVERE DISABILITIES

S-3 “Hi! Will You Be My Friend?” Supporting the Development of Social Skills

This training is designed to empower teachers of students with severe disabilities to identify and focus upon the development of the most powerful social skills. Participants will learn practical strategies for introducing, modeling, practicing and generalizing social skills. Come to expand your “bag of tricks” regarding these incredibly significant life skills.

Participants will:

- learn practical strategies for introducing, modeling, practicing and generalizing social skills



Diagnostic Center Training Agreement

SAMPLE DOCUMENT

The Diagnostic Center, Central California will provide (**Agency**) with (**presentation title**) on (**date/time**). The training will be provided by (**Presenter**). (**Agency**) will be responsible for the following:

- ✓ Assigning contact person
- ✓ Advertising
- ✓ Meeting the minimum attendance requirement (generally at least 20)
- ✓ Canceling the presentation if attendance requirement is not met two weeks prior to presentation date
- ✓ Securing the presentation site
- ✓ Refreshments, as appropriate
- ✓ Arranging the room to presenter's specifications
- ✓ Equipment
- ✓ Duplication of Handouts
- ✓ Greeting and registering participants
- ✓ Introducing presenter
- ✓ Distributing and collecting evaluation surveys
- ✓ Duplicating and distributing a "Certificate of Completion" for each participant

(**Agency**) agrees to the above and will ensure that the training room is available to the presenter at least one hour before the presentation.

Diagnostic Center Contact Persons:

Carole Bence, Director and Chris Garcia, Administrative Assistant

Phone: 559 / 243-4047

Email: cbence@dcc-cde.ca.gov & cgarcia@dcc-cde.ca.gov

RCC/LEA Administrator authorizing this agreement:

Name: _____ Title: _____

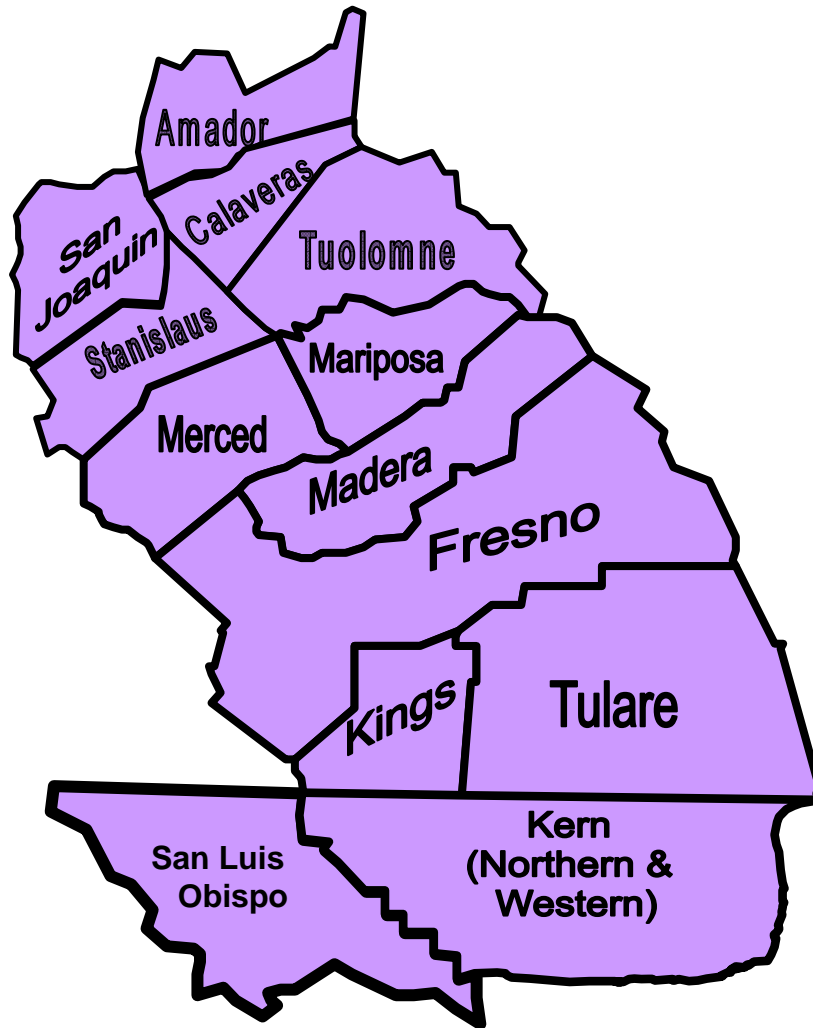
Phone: _____ E-mail: _____

Please return this agreement as soon as possible to confirm this date.

Thank you for your continued support!

**Diagnostic Center, Central California
Attention: Carole Bence, Director
1818 West Ashlan Avenue
Fresno, CA 93705 (559) 243-4047**

CALIFORNIA DEPARTMENT OF EDUCATION
**Diagnostic Center, Central California
Service Area**



Carole Bence, Director

Diagnostic Center, Central California

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